



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

the weather conditions, and arranged them upon their disks in such a way that they might be easily read and compared.

This tested not only the accuracy of their observations but their power to recognize and associate correctly ideas and their appropriate symbols. It also created a real necessity for reading, too often absent from such exercises.

The children needed a receptacle of some kind to hold the words and sentences used in this work, and the following box was chosen as the most convenient form for it:

WEATHER BOX.—(dimensions in inches). Nine small boxes $4 \times 1 \times 1$, one large box to hold the small boxes $12\frac{1}{2} \times 3\frac{1}{2} \times 1$. The small boxes were labeled "Day of Week," "Months," "Wind," "Clouds," "Temperature," "Rain or Snow," "Frost or Dew," "Dates," and contained sets of sentences upon the subject indicated by the label.

The child of course utilizes and applies the knowledge thus gained in his other phases of nature study and in his history and geography work. As each study requires quite as much number for the formation of clear images, the only question seems to be to discover the necessity for definite images in the various subjects studied. The only sure guide as to their

relative value is to note how actively such work influences the immediate life of each individual—that is, how much he actually uses the results of his work.

Answers to Questions

"Is it possible for children to study many subjects and obtain good results?"

—Parent.

That depends. If the gaining of certain amounts of knowledge is the purpose of study, scraps of knowledge, superficial ideas only will be acquired; the powers of the pupil will be dissipated; the true purpose of knowledge will not be appreciated. Therefore, artificial and vicious stimulants for effort must be used.

If the motive of teaching is character, citizenship, community life, complete living, then knowledge becomes intellectual nutrition, by use. That knowledge will be selected for each pupil which he needs, that skill in expression which he must have to use his knowledge. There is not the slightest danger of over-burdening if knowledge is acquired under the right ideal.

"Why do some children hate mathematics?"

Because they have no use for it.

Kindergarten

Anne Elizabeth Allen

Law and Order, Continued. This month, the time for doing everything and the order observed in the home industries; the timekeeper; home preparations for winter, viz: storing of coal in basements, canning fruits, providing warm bedding and clothing, will directly supply the material for our work.

Out-of-door changes: Nature's preparations for winter will be daily observed in our excursions into the park.

Preparations for a Thanksgiving festival will begin early in the month. Teachers and children will visit the market, selecting fruit to make jelly of. The children will bring recipes for making it from home

and will prepare the fruit, measuring and proportioning the amount of sugar needed, and the teachers will take the mothers' part in cooking and straining.

Boxes will be provided in which to store nuts, apples, oranges, and popcorn. Fruit will be prepared, corn popped, and tables set by the children for their Thanksgiving feast, as many of the children from the primary grades and the parents of the kindergarten children will be our guests.

This will be our first formal entertainment of the year, and committees of the children will be formed and they will be encouraged to plan for themselves and to feel their responsibility as hosts and hostesses, the teachers giving aid only when necessary.

We shall gather autumn leaves from the park and such grasses as may be found for decorations for the day we celebrate in the school; and here again the children will be made responsible for the gathering, preserving, and arranging of all decorations under the guidance of the Art teachers.

Topics: Timekeepers, watches, clocks, and people.

1. Order in home life: time for rising, breakfast, lunch, dinner, play, and going to bed. Time for milkman, grocer, postman.

2. Order out of doors: time for sunrise, noon, sunset; night, starlight, moonlight.

3. Time for changes in weather: change from fall to winter; time to snow; indications of weather changes.

4. Time for changes in nature: trees, flowers, and grass.

5. Time for changes in clothing: heavier coats, hoods, mittens, overshoes, and mufflers.

6. Time for storing up provisions for winter.

7. Thanksgiving, with its obligations.

Materials: Large blocks, clay, sand, paints, circular and square tablets; gas stove, jelly glasses, fruit jars; fruits, nuts, popcorn, black board and crayons.

1. Large blocks: Building kitchens, store-rooms, pantries, basements.

2. Clay: Modeling glasses and jelly fruits, and modeling and decorating dishes.

3. Sand: Making ground plans of cellars, bins, and preserve closets.

4. Tablets: Tops of tables of different shapes and sizes, according to number to sit at table, made of square tablets, and plates and cakes made of circular tablets.

Games: Oh, See the Cook in the Kitchen; Kitchen Clock; The Little Housewife; Guessing Game; Dancing Game; Old Thanksgiving Game.

Songs: *Whisk, Frisk, Run*, Hill's Songs; *Migration Song*, Hill's Songs; *The Tea Kettle*, Gaynor Songs; *Pit a Pat*, Gaynor Songs; *The Land of Nod*, Gaynor Songs; *The Popcorn People*, Gaynor Songs.

Stories and Poems: *Wynken, Blynken, and Nod*, by Eugene Field; *Which was Happiest?* *Story of the First Thanksgiving*.

Rhythm: Skipping alone, in circles and in line; marching to different rhythms.

Instrumental Music: *Five Marches for the Kindergarten*, Eleanor Smith; *Instrumental Characteristic Rhythms*, Parts I and II, by Clara Louise Anderson; *The Graduate's March*, by A. D. Scammell; *Wilder Reiter*, Schumann.

First Grade

Harriet T. B. Atwood

History: I. Study of home activities continued. During November the children will construct and decorate the walls of the miniature home begun in October. They will make original designs for wall decoration. Opportunity will then be

given for seeing the decorations in the different school-rooms of the building, and a visit will be made to a School of Design if possible. The symmetroscope will also be used to aid the children in making conventional designs of such natural ob-